



ECEAP

WASHINGTON STATE'S



EARLY CHILDHOOD EDUCATION
AND
ASSISTANCE PROGRAM

Preschool for low-income and at-risk children in Washington State

ECEAP Longitudinal Study Highlights

In 1988, ECEAP started a longitudinal study to examine and monitor the effectiveness of program services over time. Three groups of children and their families were followed from their ECEAP year in 1988, 1989, and 1990 respectively through to the year 2000. At that point, no additional significant findings had emerged, so data gathering and analysis was halted in favor of developing a yearly outcomes-based evaluation. Key findings of the ECEAP Longitudinal Study include:

- ◆ Pre- and post-tests showed that children made significant cognitive and motor skills gains during their ECEAP year.
- ◆ ECEAP children were shown on several national benchmarks to have moved from below the 50th percentile to above it by the end of their ECEAP year.
- ◆ ECEAP was shown to be effective in cognitive development regardless of ethnicity or primary language.
- ◆ Through 3rd grade, a higher percentage of former ECEAP children were referred to the Talented and Gifted Program.
- ◆ The strongest gains in cognitive and physical development were made by children whose parents:
 - √ were working or planning to pursue more education;
 - √ participated in their child's educational experience; and
 - √ expected their child to complete high school or pursue a higher education.
- ◆ Fifty-seven percent fewer ECEAP children and families were at or below the federal poverty level in Year 10 of the Study than at the time of their enrollment.

These findings - in combination with the results of other major research into the effectiveness of quality, comprehensive preschool interventions - clearly demonstrate the benefit of ECEAP in the lives of children and families in poverty.

ECEAP: Ready to Succeed!